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ABSTRACT

This study guide is designed for those individuals preparing to take the Georgia Teacher Certification Test (TCT) in health and physical education. The test covers nine broad subareas: (1) health, body systems, disease; (2) tennis, handball, fencing, bowling, track, and recreational games; (3) development, hygiene, safety, nutrition; (4) softball, soccer, football, volleyball, and other team sports; (5) mental health, drugs, sex education; (6) elementary school physical education, basic movement, and games; (7) basic gymnastics and dance; (8) weights, combatives, aquatics, gymnastics, and outdoor activities; and (9) secondary school physical education. Each subarea contains a listing of selected general and specific references for that subarea. (JMK)

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STUDY GUIDE FOR TCT IN HEALTH AND PHYSICAL EDUCATION

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Georgia Teacher Certification Testing Program

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National Evaluation Systems, Inc., has prepared for distribution by the Georgia Department of Education the set of content objectives found in this Study Guide. These objectives have been verified as important content requirements for initial certification. Not all of the listed objectives have had test items written for them. The selected objectives have not been identified. All objectives which appear here are certification requirements and a sampling of them will be tested.

When the project to develop the Georgia Teacher Certification Tests (TCT) was begun in November 1976, an Ad Hoc Committee composed of Georgia educators was appointed to work with NES on each TCT. The function of these Ad Hoc Committees was to review all NES-generated materials with a goal of making the materials more reflective of Georgia education needs. The first step in the test development process was that of content domain specification. Educators identified all content knowledge that an applicant would need to know to function effectively in a Georgia school. This content was further defined into content objectives, which were sent to currently practicing Georgia educators for verification. These educators provided actual ratings of the "job-relatedness" of the content objectives. At that point, it was possible to identify, from the original domain specification, the extent of essentiality of specific content skills for successful performance on the job. Test items were written for the most essential objectives which spanned the content of the field.

The purpose of providing objectives is to explicitly define the content required of an applicant for certification in this field. Further, the statement of these objectives should assist in preparing for the criterion-reference content knowledge test. We encourage applicants to study these materials, which will enhance their understanding of the content field and alleviate any unnecessary concerns about the nature of the Georgia Teacher Certification Tests.

Along with these materials go hopes for a rewarding career in education.

If you have questions or desire further information, contact:

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June 1983
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STUDY GUIDE FOR TCT IN HEALTH AND PHYSICAL EDUCATION

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Study Guide for TCT in Health and Physical Education
Georgia Teacher Certification Testing Program
Field 014: Health and Physical Education

Introduction

This study guide is designed for those individuals who are preparing to take the Georgia Teacher Certification Test (TCT) in Health and Physical Education. While the TCT may be taken at any time it is suggested that examinees will do best when course work in health and physical education areas is completed.

This criterion referenced test was developed for initial certification in order that new health and physical education teachers might demonstrate minimum competency in knowledge of the health and physical education content field. The nine broad subareas of objectives from which test items were written were identified by currently practicing Georgia physical educators. The nine area objectives are listed below in order according to the number of questions represented on the test for each of these subareas:

Health, Body Systems, Disease
Tennis, Handball, Fencing, Bowling, Track, and Recreational Games
Development, Hygiene, Safety, Nutrition
Softball, Soccer, Football, Volleyball and Other Team Sports
Mental Health, Drugs, Sex Education
Elementary School Physical Education, Basic Movement and Games*
Basic Gymnastics and Dance*
Weights, Combatives, Aquatics, Gymnastics, and Outdoor Activities
Secondary School Physical Education

*These subareas have an equal number of items

Again, the subareas are listed above according to the number of questions represented on the test from each of those areas. For example, Health, Body Systems, Disease is listed first because it has the largest number of questions, while Secondary Physical Education is listed last because it has the least number of questions. In order to pass the TCT you do not need to pass each subarea. Your total score is determined by the number of correct answers. There are no penalties for an incorrect answer. All the test items are multiple choice with four (4) possible answers. The test is scheduled for 3½ hours although you may request up to an additional hour at the end of the test session.

When preparing for the TCT it is suggested that you review each content objective. Compile a list of the objectives which you feel weak. This list will serve as a guide for selecting specific readings from this study guide.

Each subarea contains a listing of selected general references specific for that subarea. Following these sources each objective for a subarea is listed with one or more specific citations directly related to that objective. While these references were selected primarily from a list of currently used reading materials from state approved college and university programs, there are yet other references not listed because of limited space. One reference for each objective would probably be all that is needed to grasp a particular concept or meet a given objective.

Examinees wanting specific help with test-taking skills should ask for assistance from their college/university counseling center and/or refer to one or more of the references listed below:

Flippo, R. F., Testwiseness. Rehoboth, MA: Twin Oaks Publishing, 1983.

Millman, J., & Pauk, W. How to Take Tests. New: McGraw Hill, 1969.

Pauk, W. How to Study in College (2n ed.). Boston: Houghton Mifflin, 1974.

Preston, R. C. & Botel, M. How to Study. Chicago: SRA, 1974.

Raygor, A. L., & Wark, D. M. Systems for Study. New York: McGraw Hill, 1970.

Georgia Teacher Certification Testing Program

Content Objectives

Field 14: Health and Physical Education

Subarea I: Elementary School Physical Education, Basic Movement and Games

1. Arnheim, D. D., & Pestolesi, R. A. Elementary physical education, a developmental approach. St. Louis, MI: C. V. Mosby Co., 1978.

2. Capon, J. Perceptual-motor lesson plan -- level 1. Alameda, CA: Front Row Experience, 1975.

3. Corbin, C. B. Becoming physically educated in the elementary school. Philadelphia: Lea & Febiger, 1976.

4. Dauer, V. P., & Pangrazi, R. P. Dynamic physical education for elementary school children. Minneapolis, MN: Burgess Publishing Co., 1979.

5. Gallahue, D. L. Understanding motor development in children. New York: John Wiley & Sons, 1982.

6. Graham, G., et al. Children-moving. Palo Alto, CA: Mayfield Publishing Co., 1980.

7. Hoffman, H. Young, J., & Klesius, S. Meaningful movement for children: A developmental theme approach to physical education. Boston: Allyn & Bacon, 1981.

8. Kirchner, G. Physical education for elementary school children. Dubuque, IA: Wm. C. Brown Co. Publishers, 1978.

9. Kruger, H., & Kruger, J. M. Movement education in physical education: A guide to teaching and planning. Dubuque, IA: Wm. C. Brown Co. Publishers, 1977.

10. Logsdon, B. J., et al. Physical education for children. Philadelphia: Lea & Febiger, 1977.

11. McClenaghen, B. A., & Gallahue, D. L. Fundamental movement: A developmental and remedial approach. Philadelphia: W. B. Saunders Co., 1978.

12. Schurr, E. L. Movement experiences for children: A humanistic approach to elementary school physical education. Englewood Cliffs, NJ: Prentice-Hall, 1980.

13. Stanley, S. Physical education: A movement orientation. Toronto: McGraw Hill Book Co. of Canada, Ltd., 1977.

14. Vannier, M. H., & Gallahue, D. Teaching physical education in elementary schools. Philadelphia: W. B. Saunders Co., 1978.

15. Werner, P., & Simmons, R. A. Inexperience physical education equipment for children. Minneapolis, MN: Burgess Publishing Co., 1976.

16. Wickstrom, R. L. Fundamental motor patterns. Philadelphia: Lea & Febiger, 1977.

Objectives With Referenced Citations

Analyze developmental characteristics of children as they relate to basic movements/skills.
(References: 1, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14)

Employ safety management strategies which stress listening skills, following directions, respect for others, proper use of equipment, and other safety considerations required by movement activities.
(References: 4, 14)

Analyze non-locomotor movements such as bending, stretching, and twisting.
(References: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 16)

Analyze locomotor movements such as running, jumping, sliding, and galloping.
(References: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16)

Classify various body movement patterns as either symmetrical or assymmetrical.
(References: 7, 8, 9, 10, 13)

Recognize movement patterns made by body parts as being primarily either leading or following in specific tasks.
(References: 7, 8, 9, 10, 13)

Analyze how concepts of general and self space are used in human movement.
(References: 4, 6, 7, 9, 10, 12, 13)

Given basic body movements, identify the level at which they are being performed.
(References: 1, 3, 5, 6, 7, 8, 10, 12, 13)

Classify body movements in terms of directions such as forward, backward, up/down, right/left, and combinations of these.
(References: 4, 6, 7, 9, 10, 12, 13)

Analyze a body's extension in space in terms of size (large/small) and distance (far/near).
(References: 4, 6, 7, 9, 10, 12, 13)

Identify pieces of equipment which would facilitate the development of specific body movements.
(References: 4, 8, 12, 13, 14)

Identify ways in which the developmental characteristics of children determine an individual child's readiness for particular game activities.
(References: 1, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14)

Apply basic game-safety concepts, such as equipment and grounds inspection.
(References: 1, 3, 4, 6, 12, 14)

Analyze the skill of catching in terms of such components as stretching, twisting, curling, and absorbing force.
(References: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16)

Analyze the skill of throwing in terms of such components as stretching, twisting, curling, and force.
(References: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16)

Identify body parts which can be employed in striking.
(References: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16)

Identify striking patterns that are most appropriate for use with implements such as bats, rackets, and clubs.
(References: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16)

Analyze variations of locomotor movement patterns such as sliding, running, and jumping, as they occur in various game situations.
(References: 4, 5, 6, 7, 9, 10, 11, 13, 15)

Identify specific skills in game situations which are associated with changing the direction of the body.
(References: 4, 5, 6, 7, 10, 13, 14)

Identify different pathways, such as straight, curved, and zig-zag, and how they are employed in game situations.
(References: 4, 5, 6, 7, 10, 13, 14)

Classify basic game skills in terms of when to employ strong or light force components.
(References: 4, 5, 6, 7, 10, 13, 14)

Identify the organizing units in children's games as they relate to teaching cooperative and/or competitive games.
(References: 6, 7, 9, 10, 13)

Identify elements such as equipment, numbers of players, rules, and strategies that can be considered in creating game activities.
(References: 6, 7, 9, 10, 13)

Identify references that can be consulted to obtain information on the teaching of child-designed games.
(References: 6, 7, 9, 10, 13)

Classify various games by their structure, content, and/or purpose.
(References: 6, 9, 10, 13)

Identify sources for and/or types of improvised homemade game equipment such as yarnballs, newspaper balls, nylon rackets, milk jug scoops, balloons, cans, and boxes.
(References: 4, 6, 8, 9, 14, 15)

Subarea II: Basic Gymnastics and Dance

1. Arnheim, D., & Pestolesi, R. A. Elementary physical education: A developmental approach. St. Louis: C. V. Mosby, 1978.

2. Bucher, C., & Thaxton, N. Physical education for children: Movement foundations and experience. New York: MacMillan, 1979.

3. Burton, E. The new physical education for elementary school children. Boston: Houghton-Mifflin, 1976.

4. Corbin, C. Becoming physically educated in the elementary school. Philadelphia: Lea & Febiger, 1976.

5. Dauer, V. P., & Pangrazi, R. Dynamic physical education for elementary school children. Minneapolis, MN: Burgess Publishing Co., 1979.

6. Elliot, M., Anderson, M., & LaBerge, J. Play with a purpose: A movement program for children. New York: Harper and Row, 1978.

7. Fait, H. Experiences in movement. Philadelphia: Saunders, 1976.

8. Fleming, G. Creative rhythmic movement: Boys and girls dancing. Englewood Cliffs, NJ: Prentice-Hall, 1976.

9. Fowler, J. Movement education. Philadelphia: Saunders, 1981.

10. Gallahue, D. L. Understanding motor development in children. New York: Joby Wiley, 1982.

11. Graham, G. et al. Children moving. Palo Alto, CA: Mayfield Publishing Co., 1980.

12. Hoffman, H., Young, J., & Klesius, S. Meaningful movement for children: A developmental theme approach to physical education. Boston: Allyn & Bacon, 1981.

13. Kirchner, G. Physical education for elementary school children. Dubuque, IA: Wm. C. Brown Co. Publishers, 1978.

14. Kraus, R. A pocket guide of folk and square and singing games for elementary school. Englewood Cliffs, NJ: Prentice-Hall, 1963.

15. Kruger, H., & Kruger, J. Movement education in physical education. Dubuque, IA: Wm. C. Brown Co. Publishers, 1977.

16. Logsdon, B. J. et al. Physical education for children. Philadelphia: Lea & Febiger, 1977.

17. Murray, R. Dance in elementary education. New York: Harper and Row, 1979.

18. Schurr, E. Movement experiences for children: A humanistic approach to elementary school physical education. Englewood Cliffs, NJ: Prentice-Hall, 1980.

19. Stanley, S. Physical education: A movement education. Toronto: McGraw Hill, 1977.

20. Vannier, M., & Gallahue, D. Teaching physical education in elementary school. Philadelphia: Saunders, 1978.

Objectives With Referenced Citations

Identify the developmental characteristics of children (such as agility, balance, strength, flexibility, body and body part awareness) that need to be assessed in determining the appropriate gymnastic activities for each child.
(References: 1, 4, 5, 6, 7, 10, 11, 12, 13, 15, 16, 18, 19, 20)

Employ safety management strategies which stress the basic safety considerations of various gymnastic activities.
(References: 1, 2, 5, 11, 12, 13, 15, 18, 19, 20)

Recognize the different directions employed in the movement skills of rolling and rocking as they are used in various floor and apparatus gymnastic activities.
(References: 1, 5, 6, 9, 11, 12, 13, 15, 19, 20)

Analyze the components of the skills of jumping and landing as performed in various floor and apparatus gymnastic activities.
(References: 1, 4, 5, 6,, 7, 9, 10, 11, 12, 13, 15, 18, 19, 20)

Analyze the components of balance skills as performed in various floor and apparatus gymnastic activities.
(References: 1, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 18, 19, 20)

Identify the basic mechanisms of weight transfer as they apply to floor and apparatus gymnastic activities.
(References: 1, 4, 5, 9, 11, 12, 13, 15, 16, 18, 19)

Identify shapes such as round, narrow, wide, and twisted that can be taken by the body in various floor and apparatus gymnastic activities.
(References: 1, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 18, 19, 20)

Classify movement patterns in gymnastic floor and apparatus activities by the quality of the movements (i.e., fast and slow, smooth and jerky).
(References: 1, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 18, 19, 20)

Identify ways in which children can work with partners in gymnastic activities.
(References: 4, 11, 12, 13, 15, 19)

Identify sources and types of improvised and/or homemade equipment (e.g., benches, tables, climbing ropes, vaulting boxes, inner tubes) that are appropriate for use in gymnastic activities.
(References: 2, 4, 5, 11, 12, 13, 15, 19, 20)

Recognize elements such as sequence, movement variety, partner relationships, and equipment that exist in, or can be used to create, various gymnastic routines.
(References: 4, 11, 12, 13, 15, 19)

Identify ways in which the developmental characteristics of children determine an individual child's readiness for particular dance activities.
(References: 1, 4, 5, 6, 7, 10, 11, 12, 13, 15, 16, 18, 19, 20)

Recognize types of locomotor movement patterns (e.g., running, skipping, leaping, hopping, jumping) and/or combinations of locomotor movement patterns as they occur in various dances.
(References: 4, 6, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20)

Recognize types of non-locomotor movement patterns (e.g., turning, rising and falling, twisting, spinning, stretching, bending) and/or combinations of these patterns as they occur in various dances.
(References: 4, 6, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20)

Identify structured dances, dance steps, and/or dance patterns such as the schottische, polka, promenade, grand right and left, and do-si-do.
(References: 5, 8, 13, 14, 17, 18, 20)

Identify the body part stressed in various dance movements.
(References: 8, 9, 11, 12, 15, 17, 18, 19)

Recognize qualities of movement (smooth/jerky, fast/slow, strong/light) as they exist in various dance movements.
(References: 8, 9, 11, 12, 15, 17, 18, 19)

Distinguish between external (music tempo) and internal (body tempo) dance rhythms.
(References: 8, 9, 11, 12, 15, 17, 19)

Recognize how twisting and turning movements can be utilized to express meaning in dance.
(References: 8, 9, 11, 12, 15, 17, 18, 19)

Analyze how different body parts are used to create gestures in dance.
(References: 8, 9, 11, 12, 15, 17, 18, 19)

Identify dance formations (e.g., groups, single or double circle, squares, long-way sets, weaving patterns) which occur in structured and non-structured dance movements.
(References: 5, 8, 13, 14, 17, 18, 20)

Recognize elements such as imagery, music, and objects which may be used in creating a dance.
(References: 5, 6, 7, 8, 9, 11, 12, 13, 15, 17, 19, 20)

Identify resources such as books, records, tapes, and films which provide information about dance. (References: 2, 3, 5, 6, 8, 11, 12, 15, 17, 18, 19, 20)

Recognize the purpose of various types of dance (e.g., square, folk, creative, story-telling and singing games). (References: 5, 7, 8, 11, 17, 18, 19, 20)

Recognize how homemade or improvised equipment such as instruments, bells, wands, hoops, lummi sticks, and poles may be used in dance. (References: 2, 3, 5, 6, 8, 11, 12, 15, 17, 18, 19, 20)

Identify various factors which influence the development of fundamental motor patterns in children (e.g., environment, heredity, sex). (References: 1, 2, 3, 4, 5, 6, 7, 10, 11, 13, 16, 18, 19, 20)

Identify the stages between fundamental and mature motor patterns. (References: 1, 4, 10, 11, 16, 18, 19)

Analyze motor patterns in terms of the mechanical principles of movement involved. (References: 1, 4, 9, 13, 16, 18, 19)

Apply developmental and learning theories to the scheduling of elementary physical education. (References: 1, 2, 3, 4, 5, 6, 11, 13, 18, 20)

Identify various persons, groups and organizations, that can help promote elementary physical education programs in the community. (References: 2, 5, 11, 13, 18, 20)

Identify proper procedures for the care and repair, storage, inventory, and ordering of equipment. (References: 2, 5, 13, 18, 20)

Identify methods for the evaluation of individual and class development. (References: 2, 4, 5, 6, 11, 12, 13, 16, 18, 20)

Identify sources of information which may be utilized for the development of sound physical education policies. (References: 2, 4, 5, 13, 18, 20)

Subarea III: Secondary Physical Education

1. Barham, J. N. Mechanical kinesiology. Greeley, CO: University of Northern Colorado, 1978.

2. Benson, H. The relaxation response. New York: William Marrow & Co., 1975.

3. Carr, R. The yoga way to release tension. New York: Coward, McCann & Geoghdgan Inc., 1974.

4. Corbin, C. B., & Lindsey, R. Fitness for life. ILL: Scott, Foresman & Co., 1979.

5. Crowe, W. C., Auster, D., & Pffer, G. Principles and methods of adaptive physical education and recreation. St. Louis, MO: C. V. Mosby Co., 1981.

6. Fait, H. F. Special physical education, adaptive-connective-developmental. Philadelphia: W. B. Saunders Co., 1978.

7. Fleming, G. Creative rhythmic movement: Boys and girls dancing. Englewood Cliffs, NJ: Prentice-Hall, 1976.

8. Freed, M. D. A time to teach, a time to dance. New York: Jalmar Press, Inc., 1976.

9. Furst, C., & Rockefeller, M. The effective dance program in physical education. West Nyack, NY: Parker Publishing Co., Inc., 1981.

10. Getchell, B. Physical fitness, a way of life. New York: John Wiley & Sons, Inc., 1976.

11. Harris, J. A., Pittman, A. M., & Waller, M. S. Dance a while. Minneapolis, MN: Burgess Publishing Co., 1978.

12. Hinson, M. M. Kinesiology. Dubuque, IA: W. C. Brown Co., 1977.

13. Hipps, R. H., & Chappell, W. E. World of fun. Nashville, TN: United Methodist Board of Education, 1970.

14. Lockhart, A., & Pease, E. E. Modern dance, building and teaching lessons. Dubuque, IA: W. C. Brown, 1977.

15. Luttgens, K., & Wells, K. F. Kinesiology, scientific basis of human motion. Philadelphia: Sanders Co., 1982.

16. Miller, D., & Allen, T. Fitness: A lifetime commitment. Minneapolis, MN: Burgess Publishing Co., 1982.

17. Murray, R. L. Dance in elementary education. New York: Harper & Row, 1979.

18. Seaman, J. A., & DePauw, K. P. The new adapted physical education. Palo Alto, CA: Mayfield Publishing Co., 1982.

19. Selye, H. Stress without distress. Philadelphia: J. B. Lippincott Co., 1974.

20. Sherbon, E. On the count of one: Modern dance methods. Palo Alto, CA: Mayfield Publishing Co., 1975.

21. Wickstrom, R. L. Fundamental motor patterns. Philadelphia: Lea & Febiger, 1970.

Objectives With Referenced Citations

Apply the concept of tension control to yoga and other relaxation techniques.
(References: 2, 3, 19)

Analyze the role in a personal fitness program of such activities as calisthenics, isometrics, isotonics, and warm-up and posture exercises.
(References: 4, 10, 16)

Analyze how such activities as jogging, bicycling, swimming, and rope climbing contribute to cardio-respiratory endurance or muscular strength and endurance.
(References: 4, 10, 16)

Identify how the mechanical principles of major muscle groups may be employed in specific skills.
(References: 1, 12, 15, 21)

Identify the developmental needs of exceptional students as they relate to human movement.
(References: 5, 6, 18)

Identify the appropriate activities for meeting the needs of exceptional children.
(References: 5, 6, 18)

Identify basic formations and positions that occur in folk dancing.
(References: 11, 13)

Identify the basic steps of traditional folk dances.
(References: 11, 13)

Identify the meaning of traditional folk dance terminology.
(References: 11, 13)

Identify characteristic cultural variations on traditional folk dance patterns.
(References: 11, 13)

Recognize basic square dance set formations.
(References: 11, 13)

Recognize basic square dance calls and steps.
(References: 11, 13)

Recognize the major stages in the history and evolution of styles in modern dance.
(References: 7, 9, 17)

Identify body movements that are elements of modern dance.
(References: 7, 9, 17)

Identify fundamental movement patterns and combinations of movement patterns that occur in creating a dance.
(References: 8, 14, 17, 20)

Analyze creative dance patterns in terms of the quality (smooth/jerky, fast/slow, strong/light) of body movements.
(References: 7, 9, 17)

Apply the basic components of rhythm to the creation of a dance.
(References: 8, 14, 17, 19)

Subarea IV: Softball, Soccer, Football, Volleyball and Other Team Sports

1. Cox, R. H. Teaching volleyball. Minneapolis, MN: Burgess Publishing Co., (latest edition).

2. Delano, A. L. Field hockey. Dubuque, IA: William C. Brown Publishers, (latest edition).

3. Egstrom, G. H., & Schaafsma, F. Volleyball. Dubuque, IA: William C. Brown Publishers, (latest edition).

4. Kneer, M. E., & McCord, C. L. Softball: Slow and fast pitch. Dubuque, IA: William C. Brown Publishers, (latest edition).

5. Little, M. J. et al. Recreational football - flag, touch and flicker. Dubuque, IA: William C. Brown Publishers, (latest edition).

6. Mood, D., Musker, F., & Armbruster, D. Sports and recreational activities for men and women. St. Louis, MO: C. V. Mosby Co., 1983.

7. Mott, J. a. Soccer and speedball. Dubuque, IA: William C. Brown Publishers, (latest edition).

8. Nelson, R. Soccer. Dubuque, IA: William C. Brown Publishers, (latest edition).

9. Scates, A., & Ward, J. Volleyball. Boston: Allyn & Bacon, (latest edition).

10. Schaafsma, F. Basketball for women. Dubuque, IA: William C. Brown Publishers, (latest edition).

11. Seaton, D. C. et al. Physical education handbook. Englewood Cliffs: Prentice-Hall, Inc., 1983.

12. Stanley, D. K., Waglow, I. F., & Alexander, R. H. Physical education activities handbook for men and women. Boston: Allyn & Bacon, Inc., 1982.

13. Tenoschok, M. "Angleball," GAHPER Journal, Spring, 1977, p. 17.

14. Thomson, W. Teaching soccer. Minneapolis, MN: Burgess Publishing Company, 1981.

15. Whiddon, N. S., & Hall, L. Teaching softball. Minneapolis, MN: Burgess Publishing Co., 1979.

16. Wilkes, G. Basketball for men. Dubuque, IA: William C. Brown Publishers, (latest edition).

Objectives With Referenced Citations

Interpret the basic rules and regulations (including scoring) of softball.
(References: 4, 6, 11, 12, 15)

Analyze softball in terms of the fundamental skills of catching, throwing, pitching, batting, fielding, and baserunning.
(References: 4, 6, 11, 12, 15)

Apply the major offensive and defensive strategies of softball.
(References: 4, 6, 11, 12, 15)

Identify the basic terminology and equipment of softball.
(References: 4, 6, 11, 12, 15)

Interpret the basic rules and regulations (including scoring) of soccer.
(References: 6, 7, 11, 12, 14)

Analyze soccer in terms of the fundamental skills of dribbling, passing, kicking, trapping, blocking, heading, and goal tending.
(References: 6, 7, 11, 12, 14)

Apply the major offensive and defensive strategies of soccer.
(References: 6, 7, 11, 12, 14)

Identify the basic terminology and equipment of soccer.
(References: 6, 7, 11, 12, 14)

Interpret the basic rules and regulations (including scoring) of speedball.
(References: 6, 7, 11, 12)

Analyze speedball in terms of the fundamental skills of dribbling, passing and receiving, kicking, lifting, throwing, heading and trapping.
(References: 6, 7, 11, 12)

Apply the major offensive and defensive strategies of speedball.
(References: 6, 7, 11, 12)

Identify the basic terminology and equipment of speedball.
(References: 6, 7, 11, 12)

Interpret the basic rules and regulations (including scoring) of angleball.
(References: 13)

Analyze angleball in terms of the fundamental skills of running, dodging, kicking, catching, tagging, and throwing for accuracy and distance.
(References: 13)

Apply the major offensive and defensive strategies of angleball.
(References: 13)

Identify the basic terminology and equipment of angleball.
(References: 13)

Interpret the basic rules and regulations (including scoring) of field hockey.
(References: 2, 6, 11, 12)

Analyze field hockey in terms of the fundamental skills of dribbling, passing, receiving, dodging, tackling, bullying, shooting, goal tending.
(References: 2, 6, 11, 12)

Apply the major offensive and defensive strategies of field hockey.
(References: 2, 6, 11, 12)

Identify the basic terminology and equipment of field hockey.
(References: 2, 6, 11, 12)

Interpret the basic rules and regulations (including scoring) for the games of flag and/or tag football.
(References: 5, 6, 11, 12)

Analyze the games of flag and/or tag football in terms of the fundamental skills of kicking, blocking, passing, and receiving.
(References: 5, 6, 11, 12)

Apply the major offensive and defensive strategies of flag and/or tag football.
(References: 5, 6, 11, 12)

Identify the basic terminology and equipment of flag and/or tag football.
(References: 5, 6, 11, 12)

Interpret the basic rules and regulations (including scoring) of basketball.
(References: 6, 10, 11, 12, 16)

Analyze basketball in terms of the fundamental skill of catching, passing, dribbling, shooting, jumping, and pivoting and faking.
(References: 6, 10, 11, 12, 16)

Apply the major offensive and defensive strategies of basketball.
(References: 6, 10, 11, 12, 16)

Identify the basic terminology and equipment of basketball.
(References: 6, 10, 11, 12, 16)

Interpret the basic rules and regulations (including scoring) of volleyball.
(References: 1, 6, 9, 11, 12)

Analyze volleyball in terms of the fundamental skills of serving, passing, setting, spiking, and blocking.
(References: 1, 6, 9, 11, 12)

Apply the major offensive and defensive strategies of volleyball.
(References: 1, 6, 9, 11, 12)

Identify the basic terminology and equipment of volleyball.
(References: 1, 6, 9, 11, 12)

Subarea V: Tennis, Handball, Fencing, Bowling, Track, and Recreational Games

1. Barrett, J. A. Archery. Santa Monica, CA: Good year Physical Activities Series, 1980.

2. Bellisimo, L. The bowlers manual. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.

3. Bross, M. Badminton. Dubuque, IA: William C. Brown Co., (latest edition).

4. Casady, D., & Liba, M. Beginning bowling. Belmont, CA: Wadsworth Publishing Co., 1970.

5. Cheatum, B. A. Golf. Philadelphia: W. B. Saunders Co., (latest edition).

6. Johnson, J., & Xanthos, P. Tennis. Dubuque, IA: William C. Brown Co. Publishers, 1972.

7. Mackey, R. Bowling. Palo Alto, CA: Mayfield Publishing Co., 1980.

8. Martin, J., & Tandy, R. Bowling. Dubuque, IA: William C. Brown Co. Publishers, 1975.

9. Mood, D., Musker, F., & Armbruster, D. Sports and recreational activities for men and women. St. Louis, MO: C. V. Mosby Co., 1983.

10. National Collegiate Athletic Association. Official guides. New York: NCAA, (latest edition).

11. National Golf Foundation. Golf rules. North Palm Beach, FL: National Golf Foundation, (latest edition).

12. Official bowling, fencing, and golf rules and guide. American Alliance of Health, Physical Education and Recreation, National Association for Girls' and Women's Sports. Reston, VA: AAHPERD, (latest edition).

13. Seaton, D. C. et al. Physical education handbook. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1983.

14. Showers, N. Bowling. Santa Monica, CA: Goodyear Publishing Co., Inc., 1980.

15. Stanley, D. K., Waglow, I. F., & Alexander, R. H. Physical education activity handbook for men and women. Boston: Allyn & Bacon, 1982.

16. United States Golf Association. The rules of golf. New York: The Association, 1977.

17. United States Tennis Association. Official tennis guide and yearbook with official rules. New York: A. S. Barnes & Co., 1980.

18. Varner, M. Badminton. Dubuque, IA: William C. Brown Co., 1971.

19. Wakefield, F., Haskins, D., & Cooper, J. M. Track and field fundamentals for girls and women. St. Louis, MO: The C. V. Mosby Co., 1977.

Objectives With Referenced Citations

Interpret the basic rules and regulations (including scoring) of track and field events.
(References: 9, 13, 15, 19)

Compare track events of various distances (e.g., 40, 100, 220, 440, or 880 yards, mile, marathon, cross-country, and/or confidence course) in terms of fitness capacities and basic skill differences.
(References: 9, 13, 15, 19)

Analyze field events such as high jump, long jump, triple jump, discus, and shotput in terms of the fundamental skill required.
(References: 9, 13, 15, 19)

Apply the strategies of individual track and field events.
(References: 9, 13, 15, 19)

Identify the basic terminology and equipment of track and field events.
(References: 9, 13, 15, 19)

Interpret the basic rules and regulations (including scoring) of tennis.
(References: 6, 9, 10, 13, 15, 17)

Analyze tennis in terms of the fundamental techniques of forehand and backhand, grip, service, volley, lob, and smash.
(References: 6, 9, 13, 15)

Apply the major offensive and defensive strategies of singles and doubles tennis.
(References: 6, 9, 13, 15)

Identify the basic terminology and equipment of tennis.
(References: 6, 9, 13, 15)

Interpret the basic rules and regulations (including scoring) for the games of handball (one-wall, two-wall, and four-wall) racquet ball and paddleball.
(References: 9, 13, 15)

Analyze the games of handball, racquetball ball, and paddleball in terms of the fundamental techniques of forehand and backhand play, service and delivery, and volley.
(References: 9, 13, 15)

Identify the basic terminology and equipment of handball, racquet ball and paddleball.
(References: 9, 13, 15)

Interpret the basic rules and regulations (including scoring) of fencing.
(References: 9, 12, 13, 15)

Identify the basic terminology and equipment of fencing.
(References: 9, 12, 13, 15)

Interpret the basic rules and regulations (include scoring) of bowling.
(References: 2, 4, 7, 8, 9, 13, 14, 15)

Analyze bowling in terms of the fundamental techniques of grip, approach, aiming, and delivery.
(References: 2, 4, 7, 8, 9, 13, 14, 15)

Identify the basic terminology and equipment of bowling.
(References: 2, 4, 7, 8, 9, 13, 14, 15)

Interpret the basic rules and regulations (including scoring) of golf.
(References: 5, 9, 11, 13, 15, 16)

Analyze golf in terms of the fundamental techniques of the grip.
(References: 5, 9, 13, 15)

Apply basic golf strategies.
(References: 5, 9, 13, 15)

Identify the basic terminology and equipment of golf.
(References: 5, 9, 13, 15)

Interpret the basic rules and regulations (including scoring) of archery.
(References: 1, 9, 13, 15)

Analyze archery in terms of the fundamental skills of stringing a bow, nocking, drawing, aiming (identifying the dominant eye), and releasing.
(References: 1, 9, 13, 15)

Identify the basic terminology and equipment of archery.
(References: 1, 9, 13, 15)

Interpret the basic rules and regulations (including scoring) of badminton.
(References: 3, 9, 13, 15, 18)

Analyze badminton in terms of the fundamental techniques of the grips (forehand and backhand), service clears, and smash.
(References: 3, 9, 13, 15, 18)

Identify the basic terminology and equipment of badminton.
(References: 3, 9, 13, 15, 18)

Demonstrate a basic understanding of the rules and/or regulations (including scoring) of any of a large variety of popular recreational games, such as table tennis, shuffleboard, frisbee, table games (cards, chess), billiards, croquet, and horseshoes.
(References: 9, 13, 15)

Subarea VI: Weights, Combatives, Aquatics, Gymnastics, and Outdoor Activities

1. American Red Cross. Swimming and water safety. Washington, DC: American Red Cross, (latest edition).

2. Boring, W. J. Science and skills of wrestling. St. Louis, MO: The C. V. Mosby Co., 1975.

3. Cooper, P. A., & Trnka, M. Teaching gymnastic skills to men and women. Minneapolis, MN: Burgess Publishing Co., 1981.

4. Kalakian, L., & Goldman, M. Introduction to physical education. Boston: Allyn & Bacon, Inc., 1976.

5. Loken, N. C., & Willoughby, R. J. The complete book of gymnastics. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977.

6. Mood, D. et al. Sports and recreational activities for men and women. St. Louis, MO: The C. V. Mosby Co., 1983.

7. Nixon, J. E., & Jewett, A. E. An introduction to physical education. Philadelphia: W. B. Saunders, 1980.

8. Seaton, D. C. et al. Physical education handbook. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1983.

9. Siedentop, D. Physical education introductory analysis. Dubuque, IA: William C. Brown Publishers, 1982.

10. Stanley, D. K. et al. Physical education activities handbook for men and women. Boston: Allyn & Bacon, Inc., 1982.

Objectives With Referenced Citations

Identify and interpret the basic rules, regulations, scoring, and the usage of equipment placing and spotting techniques in gymnastics. (References: 3, 5, 6)

Analyze tumbling (dual activities, group activities, and floor exercises) in terms of the fundamental techniques of locomotor movement, rolls, balance, cartwheels, springs (hand and head), and walkovers. (References: 5, 6, 8, 10)

Analyze the fundamental techniques and/or skills used for working on the following apparatus: horse (long and side), balance beam, horizontal bar, parallel bars (even and uneven), still rings, and trampoline. (References: 3, 5, 6, 8, 10)

Identify the basic terminology and equipment of gymnastics. (References: 3, 5, 6, 8, 10)

Interpret the basic principles of weight training.
(References: 6, 8, 10)

Evaluate weight training as a discipline for conditioning the body.
(References: 6, 8, 10)

Analyze weight training in terms of the fundamental techniques of curls, presses, pullovers, and/or lifts (dead, leg).
(References: 6, 8, 10)

Identify the basic terminology and/or equipment of weight training.
(References: 6, 8, 10)

Interpret the basic rules and regulations (including scoring) of combatives such as wrestling, judo, and karate.
(References: 2, 6, 8, 10)

Identify the various types of conditioning techniques employed in combatives.
(References: 2, 6, 8, 10)

Identify fundamental wrestling skills and techniques.
(References: 2, 6, 8, 10)

Identify the fundamental principles, techniques, and skills employed in the art of self-defense.
(References: 2, 6, 8, 10)

Identify the major offensive and defensive strategies of wrestling and self-defense.
(References: 2, 6, 8, 10)

Identify the basic terminology and equipment of wrestling and self-defense.
(References: 2, 6, 8, 10)

Identify fundamental goals, principles, and legal regulations of outdoor education.
(References, 6, 8, 10)

Identify techniques for making a concern for safety and courtesy a part of an outdoor education.
(Reference: 6, 8, 10)

Analyze orienteering in terms of the basic skills of compass and map reading.
(Reading: 6, 8, 10)

Identify basic techniques employed in canoeing, sailing, and the handling of small crafts.
(Reference: 1)

Identify concerns and priorities involved in the selection of personal equipment and clothing for hiking and backpacking.
(References: 6, 8, 10)

Demonstrate knowledge of such camping skills as cooking, locating and constructing a shelter, building and maintaining a fire, and of preserving food.
(References: 6, 8, 10)

Identify fundamental techniques employed in bicycling (touring and racing).
(References: 6, 8, 10)

Demonstrate a basic understanding of the concept of hypothermia, the survival skills of obtaining food and water, and basic rescue techniques.
(References: 1, 6, 8)

Analyze sport fishing in terms of the fundamental skills of casting (with bait, fly, spinning, and heavy tackle equipment), fish identification, and lure-making and selection.
(References: 6, 8)

Demonstrate a basic understanding of the use of rifles, shotguns, (skeet, trap), and airguns.
(References: 6, 8, 10)

Demonstrate a basic understanding of outdoor recreation terminology and equipment.
(References: 6, 8, 10)

Identify basic strokes and techniques for teaching beginning swimming.
(References: 1, 6, 8, 10)

Identify the fundamental techniques employed in: floating and gliding, kicking, changing directions, turning over, treading water, swimming underwater, entering the water, basic rescue, and artificial respiration (mouth-to-mouth).
(References: 1, 6, 8, 10)

Analyze the basic techniques of survival floating.
(References: 1, 6, 8)

Identify the basic principles of drownproofing.
(References: 1, 6, 8)

Identify different types of career opportunities in physical education and related fields.
(References: 4, 7, 9)

Analyze the basic educational background required for specific careers in physical education and related fields.
(References: 4, 7, 9)

Subarea VII: Health, Body Systems, Disease

1. Association for the Advancement of Health Education. Teaching occupational health & safety at the secondary & college level. Virginia: AAHPERD Publications, 1981.

2. Brooks, S. M., & Brooks, N. A. Turner's personal and community health. St. Louis, MO: C. V. Mosby Co., 1979.

3. Brown, I. Community health, an introduction for the health professional. Minneapolis, MN: Burgess Publishing Co., 1981.

4. Bucher, C., Olsen, E. A., & Willgoose, C. E. The foundation of health. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976.

5. Carroll, C., & Miller, D. Health, the science of human adaptation. Dubuque, IA: William C. Brown Co., 1982.

6. Combs, Hales, & Williams. An invitation to health. New York: The Benjamin Cummings Publishing Co., Inc., 1980.

7. CRM Random House, 2nd Edition. Life and health, 1976.

8. Greene, Jenne, & Legos. Health education in the elementary school. New York: Macmillan Publishing Co., Inc., 1978.

9. Hoffman, N. A new world of health. McGraw Hill Book Co., 1977.

10. Jones, K. et al. Dimensions, a changing concept of health. New York: Harper & Row Publishers, 1982.

11. Jones, K., Shainberg, & Byer. Health science. New York: Harper & Row Publishers, 1978.

12. Meeks, Heit, & Pottebaum. Teaching health science. Dubuque, IA: William C. Brown Co. Publishers, 1981.

13. Nemir. The school health program. Philadelphia: W. B. Saunders Co., 1970.

14. Oberteuffer, Harrelson, & Pollock. School health education fifth edition. New York: Harper & Row, 1972.

15. Schaller, & Carroll. Health, quackery & the consumer. Philadelphia: W. B. Saunders Co., 1976.

16. Schifferes, Justus, & Synovitz. Healthier living. New York: John Wiley & Sons, 1979.

17. Sorochan, & Bender. Teaching elementary health science. Reading, MA: Addison-Wesley Publishing Co., 1979.

18. Stone, O'Reilly, & Brown. Elementary school health education. Dubuque, IA: William C. Brown Co. Publishers, 1976.

19. Turner, C. E. Personal and community health. St. Louis: The Mosby Co., 1979.

20. Whaley, R. Health. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982.

Objectives With Referenced Citations

Define health and identify ways in which health education derives its content from both the natural and behavioral sciences.
(References: 3, 8, 14, 18)

Analyze "Prevention," "Decision-Making," "Attitudes," "Concepts," and "Practices" as primary concerns of health education.
(References: 3, 8, 14, 17, 18)

Analyze the following components of health education: "Health Knowledge," "Health Services," "Health Environment," and "Community Resources.
(References: 3, 8, 13, 14, 17, 18)

Identify the personal responsibilities of the individual in maintaining his/her own health.
(References: 2, 4, 10, 17, 18, 19)

Identify some responsibilities of the community to the maintenance of healthful living.
(References: 2, 10, 17, 18, 19)

Identify the parts and functions of the muscular system.
(References: 2, 5, 6, 7, 11, 16, 17, 18, 19, 20)

Identify the basic groups and functions of the skeletal system.
(References: 2, 5, 6, 7, 11, 16, 17, 18, 19, 20)

Identify the parts and functions of the respiratory system.
(References: 2, 5, 6, 7, 11, 16, 17, 18, 19, 20)

Identify the parts and functions of the circulatory system.
(References: 2, 5, 6, 7, 11, 16, 17, 18, 19, 20)

Identify the parts and functions of the nervous system.
(References: 2, 5, 6, 7, 11, 16, 17, 18, 19, 20)

Identify the parts and functions of the reproductive system.
(References: 2, 5, 6, 7, 11, 16, 17, 18, 19, 20)

Identify the parts and functions of the digestive system.
(References: 2, 5, 6, 7, 11, 16, 17, 18, 19, 20)

Identify the parts and functions of the endocrine system.
(References: 2, 5, 6, 7, 11, 16, 17, 18, 19, 20)

Identify the parts and functions of the excretory system.
(References: 2, 5, 6, 7, 11, 16, 17, 18, 19, 20)

Demonstrate an understanding of the role of the sensory organs in the body's self-monitoring processes.
(References: 4, 6, 7, 11, 16, 19)

Demonstrate an understanding of the functions performed by the temperature control system in the body's self-monitoring processes.
(References: 4, 6, 7, 11, 16, 19)

Demonstrate an understanding of the functions performed by the water and oxygen regulation systems in the body's self-monitoring processes.
(References: 4, 6, 7, 11, 16, 19)

Demonstrate an understanding of the body's process for healing broken bones and wounds.
(References: 4, 6, 7, 11, 16, 19)

Demonstrate an understanding of the relationship of antibodies and immunity and the role of antibodies in the body's defense against diseases.
(References: 4, 6, 7, 11, 16, 19)

Recognize how skin and tissue inflammation are a part of the body's defense against disease.
(References: 4, 6, 7, 11, 16, 19)

Identify the stages of human growth and development.
(References: 2, 4, 6, 7, 16, 19)

Define "communicable diseases."
(References: 8, 12, 13, 14, 17, 18)

Identify the symptoms of common communicable diseases such as the common cold, streptococcal, infections, influenza, poliomyelitis, measles, mumps, chicken pox, tetanus, and rabies.
(References: 8, 12, 13, 14, 17, 18)

Identify the basic ways in which communicable diseases are transmitted.
(References: 8, 12, 13, 14, 17, 18)

Recognize the symptoms, effects, transmission, and treatment of veneral diseases.
(References: 8, 12, 13, 14, 17, 18)

Identify Georgia laws regarding vaccination and immunization for entry into school.
(Check current regulation)

Recognize the appropriate methods for treating common communicable diseases.
(References: 8, 12, 13, 14, 17, 18)

Define the terms "chronic," "degenerative," "geriatric," and "gerontology" as they relate to chronic and disabling diseases.
(References: 1, 4, 5, 7, 16, 20)

Identify standard health practices which assist in the prevention or early diagnosis of chronic and disabling diseases.
(References: 5, 9, 10, 11, 20)

Identify the symptoms of common chronic and disabling diseases such as cancer, diabetes, arthritis, heart and vascular disorders, and respiratory disorders.
(References: 5, 9, 10, 11, 20)

Identify the basic treatments and care for chronic and disabling diseases.
(References: 1, 4, 5, 7, 16, 20)

Analyze the contribution of each of the four basic foot groups (bread and cereals, milk and dairy products, meats, fruits and vegetables) to a well-balanced diet.
(References: 6, 10, 19, 20)

Subarea VIII: Development, Hygiene, Safety, Nutrition

1. American Red Cross. Advanced first aid and emergency care. New York: Doubleday & Co., Inc., 1979.

2. Carroll, C., & Miller, D. Health, the science of human adaptation. Dubuque, IA: William C. Brown Co. Publishers, 1982.

3. Combs, Hales, & Williams. An invitation to health. Reading, MA: The Benjamin Cummings Publishing Co., Inc., 1980.

4. Fassbender, W. You and your health. New York: John Wiley & Sons, 1980.

5. Hafen, & Peterson. First aid for health emergencies. St. Paul: West Publishing Co., 1977.

6. Hoffman, N. A new world of health. New Jersey: McGraw Hill Book Co., 1977.

7. Jones, K. et al. Dimensions, a changing concept of health. New York: Harper & Row Publishers, 1982.

8. Jones, K., Shainberg, L., & Byer, C. Health science. New York: Harper & Row Publishers, 1978.

9. Jones K. L., Shainberg, L. W., & Byer, C. O. Principles of health science. New York: Harper & Row Publishers, 1980.

10. Marley, W. P. Health & physical fitness. New York: CBS College Publishing, 1982.

11. MROZ. Safety in everyday living. Dubuque, IA: William C. Brown Co., 1978.

12. Nemir, A., & Schaller, W. The school health program. Philadelphia: W. B. Saunders Co., 1975.

13. Reed-Flora, R., & Lang, T. A. Health behaviors. St. Paul: West Publishing Co., 1982.

14. Runyan, T. J. Nutrition for today. New York: Harper & Row Publishers, 1976.

15. Sinacore, J. S., & Angela, C. Introduction to health, a vital issue. New York: Macmillan Publishing Co., Inc., 1975.

16. Smolensky, J. Principles of community health. Philadelphia: Saunders Publishing, 1982.

17. Turner, C. E. Personal and community health. St. Louis, MO: C. V. Mosby, Co., 1979.

18. Wenck, Baren, Martin, & Dewan. Nutrition. New York: Reston Publishing Co., Inc., 1980.

19. Whaley, R. Health. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982.

Objectives With Referenced Citations

Use the nutrition label to analyze the nutritive value (amount of carbohydrates, fats, proteins, vitamins, minerals, recommended daily allowances, additives, chemical preservatives, and supplements) of a food.
(References: 3, 8, 9, 14, 18)

Identify the effects of maintaining good health on personal appearance.
(References: 3, 8, 9, 14, 17, 18)

Analyze individual body systems in relation to body development and maintenance.
(References: 3, 8, 9, 14, 17, 18)

Analyze basal metabolism and its relationship to body development and maintenance.
(References: 3, 8, 9, 14, 17, 18)

Analyze weight control in terms of caloric intake, causes and effects of overweight and obesity, causes and effects of underweight, and the relationship of diet and exercise.
(References: 3, 8, 9, 14, 17, 18)

Analyze the effects of bad eating habits (i.e., irregular meals, eating junk foods, and fad dieting).
(References: 3, 8, 9, 14, 17, 18)

Identify the effects of malnutrition and vitamin deficiencies on body development and maintenance.
(References: 3, 8, 9, 14, 17, 18)

Analyze--in terms of their effect on a person's health--misconceptions concerning the roles of nutrition in body development and maintenance.
(References: 3, 8, 9, 14, 17, 18)

Identify practices of good hair and nail care.
(References: 2, 6, 7, 8, 10, 16, 19)

Identify the basic rules of good dental hygiene and the consequences of neglecting them.
(References: 2, 6, 7, 8, 10, 16, 19)

Identify important elements of personal skin care and the consequences of neglecting them.
(References: 2, 6, 7, 8, 10, 16, 19)

Identify the healthful effects of rest and exercise and/or the consequences of insufficient rest and exercise.
(References: 2, 6, 7, 8, 10, 16, 19)

Identify various types of hospitals and clinics and the services they provide.
(References: 2, 3, 16)

Identify the different functions and services of various types of doctors (e.g., general practitioner, specialists, family doctors).
(References: 2, 3, 16)

Identify major functions of public health services, such as providing for nursing, home visits, and family-planning counseling.
(References: 2, 3, 16)

Identify functions regularly provided by school health services (e.g., eye, ear, and dental screening, clinical facilities).
(References: 2, 3, 16)

Analyze the importance of personal health records, physical examinations, immunizations, dental care, and rest and exercise in relation to personal health.
(References: 3, 8, 12, 14)

Identify the basic rules of pedestrian, bicycle, and motorized vehicle safety.
(References: 5, 11)

Identify the basic rules of water safety.
(References: 1, 5, 11)

Identify the basic rules of firearm safety.
(References: 5, 11)

Identify the basic rules of home safety.
(References: 5, 11)

Identify the basic rules of playground safety.
(References: 5, 11)

Identify the basic rules of school and school bus safety.
(References: 5, 11)

Identify the basic preventive safety rules concerning fire.
(References: 5, 11)

Identify the basic preventive safety rules concerning poisons.
(References: 1, 5, 11)

Identify the basic first aid and medical self-help procedures for the following emergencies: shock, heart attack and stroke, burns and electrical shock, exposure and frostbite, snake bites, insect bites and stings, choking and asphysiztion, poisoning, heat stroke and heat exhaustion, head injuries, neck and back injuries, and/or fractures and sprains.
(References: 1, 5)

Identify correct resuscitation techniques.
(References: 1, 5)

Identify the proper first aid and medical self-help techniques used to stop bleeding.
(References: 1, 5)

Identify the basic first aid and medical self-help techniques for applying bandages and splints to an injured person.
(References: 1, 5)

Identify the basic first aid and medical self-help techniques in transporting the injured.
(References: 1, 5)

Subarea IX: Mental Health, Drugs, Sex Education

1. Carroll, C., & Miller, D. Health, the science of human adaptation. Dubuque, IA: William C. Brown Co. Publishers, 1982.

2. Cornacchia, Smith, & Bentel. Drugs in the classroom. St. Louis, MO: C. V. Mosby & Co., 1978.

3. Dupont, Goldstein, & O'Donnell, Editors. Handbook on drug abuse. Washington, DC: NIDA, 1979.

4. Edlin, G., & Golanty, E. Health and wellness. Boston: Science Books International, 1982.

5. Engs. Responsible drug and alcohol use. New York: Macmillan Publishing Co., 1979.

6. Estes & Heinmann. Alcoholism-development, consequences, and interventions. St. Louis, MO: C. V. Mosby and Co., 1977.

7. Girdano, & Dusek. Drug education: Content and methods. Reading, MA: Addison-Wesley Publishing Co., 1980.

8. Hoffman, N. A new world of health. New Jersey: McGraw Hill Book Co., 1977.

9. Insel, P., & Roth, W. T. Core concepts in health. Palo Alto, CA: Mayfield Publishing Co., 1979.

10. Jones, K. L., Shainberg, L. W., & Byer, C. O. Dimensions, a changing concept of health. New York: Harper & Row Publishers, Inc., 1982.

11. Jones, K. et al. Principles of health science. New York: Harper & Row Publishers, 1980.

12. Jones, K. Shainberg, L. W., & Byer, C. O. Health science. New York: Harper & Row Publishers, 1978.

13. Julien. A primer of drug action, 3rd edition. San Francisco: W. H. Freeman & Co., 1981.

14. National Commission on Marijuana and Drug Abuse. Drug use in America: Problem in perspective. Washington, DC: Superintendent of Documents, 1973.

15. Ray. Drugs, society, and human behavior. St. Louis, MO: C. V. Mosby Co., 1978.

16. Reed-Flora, R., & Lang, T. A. Health behaviors. St. Paul, MN: West Publishers, 1982.

17. Secretary of Health and Human Services. Alcohol and health, 4th Special Report. Washington, DC: NIAAA, 1981.

18. Secretary of Health and Human Services. Marijuana and health, 8th Annual Report. Washington, DC: NIDA, 1980.

19. Smolensky, J. Principles of community health. Philadelphia: Saunders Publishing, 1982.

20. Surgeon General. Smoking and health. Washington, DC: Superintendent of Documents, 1979.

Objectives With Referenced Citations

Analyze emotional maturity and self-control in terms of the qualities of love, faith, achievement, anger, fear, hate, jealousy, envy, resentment, and worry.
(References: 1, 8, 10, 12, 19)

Identify the influences of self-concept and peer pressure on mental and emotional health.
(References: 1, 8, 10, 12, 19)

Analyze the role of the defense mechanisms in mental and emotional health.
(References: 1, 8, 10, 12, 19)

Analyze an individual's decision-making skills in relation to his or her mental and emotional health.
(References: 1, 8, 10, 12, 19)

Identify coping skills.
(References: 1, 8, 10, 12, 19)

Identify behavior patterns usually designated as neurotic or psychotic and/or identify the effects of hospitalization or institutionalization and the readjustment to society of the mentally ill.
(References: 1, 8, 10, 12, 19)

Identify the causes of mental retardation and/or identify issues concerned with various methods of dealing with retardation.
(References: 1, 6, 19)

Identify the major types and causes of drug dependence.
(References: 2, 5, 7, 13, 14, 15)

Understand legalities related to drugs: legal and illegal drugs, possession and distribution/sales, distribution to a minor, first offender law, second and subsequent offenses, federal and state laws, schedules of drugs, public drunkenness, driving under the influence, and smoking in public places.
(References: 2, 5, 7, 13, 17, 18, 20)

Identify the meanings and definitions of basic terms employed in the classification of drugs.
(References: 2, 5, 7, 13, 14, 15)

Identify characteristics of positive drug usage, such as medicinal effects, individualized prescription, non-prescriptive drugs, and correct dosage.
(References: 2, 3, 5, 7, 13, 15)

Analyze drug abuse in terms of its basic social, economic, and medical causes and consequences.
(References: 2, 3, 5, 7, 13, 14, 17, 18)

Analyze the basic medical aspects of drug abuse in regard to recognition, treatment, and prevention.
(References: 2, 3, 5, 7, 13, 14, 17, 18)

Identify the primary and secondary functions of the male sex organs, glands, and hormones.
(References: 4, 9, 11, 12, 16)

Identify the primary and secondary functions of the female sex organs, glands, and hormones.
(References: 4, 9, 11, 12, 16)

Identify the physiological and psychological characteristics of various stages of the menstrual cycle.
(References: 4, 9, 11, 12, 16)

Identify the basic male or female secondary sex characteristics.
(References: 4, 9, 11, 12, 16)

Analyze the social and physical aspects of sexual behavior and its control.
(References: 4, 9, 11, 12, 16)

Analyze family living and its alternatives in terms of dating, marriage, divorce, child care, and child abuse with accompanying roles and responsibilities.
(References: 4, 9, 11, 12, 16)

Evaluate contraception, abortion, and adoption in terms of physical and emotional consequences.
(References: 4, 9, 11, 12, 16)

Analyze prostitution, rape and venereal disease as social concerns.
(References: 9, 11, 12, 16)

Identify local and state agencies and their roles in disease control, water purification, and sewage treatment.
(References: 1, 4, 8, 11, 19)

Identify the roles of international agencies such as the Communicable Disease Center and the World Health Organization in the control and prevention of pandemics.
(References: 1, 4, 8, 11, 19)

Analyze air, noise, and water pollution in terms of their effects on environmental health problems.
(References: 1, 4, 8, 11, 19)

Identify the causes and effects of pesticide poisonings on humans and animals.
(References: 1, 4, 8, 19)

Identify procedures for minimizing the effects of such natural disasters as seasonal storms, hurricanes, floods, tornadoes, earthquakes, volcanoes, avalanches, mudslides, and forest fires.
(References: 1, 4, 8, 19)

Analyze the role that the Federal Drug Administration (FDA) performs in monitoring advertising and labeling of consumer products.
(References: 1, 4, 8, 19)

Identify the advantages and disadvantages of generic labeling and brand name labeling for the drug consumer.
(References: 1, 4, 8, 19)

Identify the major factors determining the cost of hospital and medical services for the consumer.
(References: 11, 19)

Identify services covered by a "Major Medical" insurance policy.
(References: 11, 19)

Identify the basic areas of coverage of Medicaid and Medicare programs.
(References: 11, 19)

Identify the basic consumer protections against medical quackery and fraud.
(References: 1, 4, 8, 19)

Identify career opportunities in the health fields for students with particular school interests.
(References: 1, 10, 11, 19)

Identify the basic educational prerequisites for specific health-related careers.
(References: 1, 10, 11, 19)

Analyze career opportunities in hospital and non-hospital health occupations.
(References: 1, 10, 11, 19)